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ABSTRACT

This booklet focuses on continuing education programs for older adults that exemplify the broad range of activities offered by postsecondary educational institutions and funded by state and/or federal grants. Each program is described in terms of its focus, audience, activities, cost and staffing, evaluation, and available information and services. The name, address, and phone number of a local contact person are also provided for each program. (Author/HLM)

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PROGRAMS FOR OLDER ADULTS

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM
BUREAU OF HIGHER AND CONTINUING EDUCATION
UNITED STATES OFFICE OF EDUCATION
WASHINGTON, D.C.

Acknowledgments

This booklet could not have been developed without the cooperation of the developers of the projects described in these pages. To each we extend our thanks.

Helpful guidance and comments came from Eugene Welden, Charles Griffith, and Jay Donahue of the Bureau of Higher and Continuing Education, United States Office of Education.

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Summer 1979

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1855 Folsom Street
San Francisco, California 94103

Forward

The Community Service and Continuing Education Program, authorized by Title I of the Higher Education Act of 1965, as amended, allocates federal monies to states to strengthen community service and continuing education programs in colleges and universities. Since 1966, more than 7,000 grants have been made to expand continuing education opportunities for adults and to assist in solving community problems.

Grants are also awarded, when appropriations permit, to special projects designed to meet national or regional challenges arising from technological and social change and from environmental pollution. Unlike the state grant programs, these "special" projects are funded directly through the U.S. Office of Education.

This booklet focuses on continuing education programs for older adults that exemplify the broad range of activities that can be offered by institutions of higher education. One project was funded by the Fund for the Improvement of Post-secondary Education. The remainder were funded by Title I HEA either directly or through the state grant programs.

The U.S. Office of Education hopes that this information will acquaint the public with the variety of services already available and encourage institutions to broaden their own program offerings for older adults.

Alfred Moyé
Deputy Commissioner
for Higher and Continuing
Education

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A university-based cross-generational residence and community outreach project where young and older persons form friendships, share life experiences, discuss problems, and exchange points of view.

Cross-Generational Project

FOCUS: The Cross-Generational Project was conceived in 1971 by students at Bucknell University who felt there was too little communication and interaction between young persons on their 3000-student campus and older members of the 12,000-resident Lewisburg, Pennsylvania area.

Since 1974, the student-managed Cross-Generational Project house has provided an informal setting for Sunday lunches, informal discussions, and entertainment for groups composed of 15-18 students and 15-40 older persons. Project participants describe their lives and share views about how society treats young and older persons.

Students have found that older community members are most comfortable with a program that is relaxed and spontaneous, so casual contact is stressed over planned activity.

AUDIENCE: Most older participants are natives of Lewisburg and largely of German ethnicity. They range in age from 55 to 80. At organized activities, "the majority of the older persons are over age 70, and women outnumber men four to one," observes a graduate student in gerontology who has worked with the project. Bucknell students are ethnically and racially mixed; most come from outside the Lewisburg area. Also, the older persons who come to the project are more likely to live in town than on outlying farms and have more education and better health than the average Lewisburg older person.

ACTIVITIES: Project activities center on the Cross-Generational house. A weekly Sunday lunch is attended by 30-50 students and older adults. Intense discussions on religious, political, and moral issues serve as a major vehicle for interaction between generations. Sometimes the lunch features a film or entertainment. The cross-generational group enjoys campus-based concerts, films, and other cultural events, as well as field trips to baseball games, county fairs, and the like. One field trip took project participants to a state hospital serving the aged; discussion after the visit focused on what it was like to face old age in a state facility.

On campus, an older person can accompany a student through a day's classes and recreation. A number of older persons have talked to history, political science, and sociology classes about the effects on their lives of events like the Depression that for students are only "historical."

The Cross-Generational Project also operates a year-round community outreach program in which students use telephone and personal contacts to communicate with older persons not likely to visit the house because of distance or health.

COSTS/STAFFING: The building used by the Cross-Generational Project has been financed by the University since project inception in 1974. During the first three years, 1974-77, the project had partial funding support from federal sources. The Fund for the Improvement of Postsecondary Education (FIPSE) provided $36,000 a year for the first two years, 1974-76, and $28,000 for the fourth, 1977-78. Some of this money was used to pay the salaries of a full-time coordinator and student summer outreach staff. Roughly 30% of FIPSE funding supported the Cross-Generational Work Assistance Corporation. Since Lewisburg lacks public transportation, approximately $1,000 a year is used to operate University cars providing transportation for older persons participating in project activities. In 1977, the project received $20,000 from Surdna, a New York-based research foundation, to support research on cross-generational projects at 40 campuses around the country.

Currently the project receives no outside funding. The Bucknell University student government provides an annual $3,000 stipend, and the project itself raises approximately $700 through bake sales and similar activities. These funds are sufficient to operate the project but they do not completely finance the Sunday luncheons; older persons pay about $3 for the meal.

The house is governed by the students and a student project director is elected each year. The director trains his/her successor. Currently there is no salaried coordinator. The project adviser says that since students are quite autonomous, the lack of a paid coordinator poses no problem.

EVALUATION: The project adviser feels that its success must be assessed in terms of its initial goals: to foster communication between young and older persons and to create a self-governing project that eventually could operate without paid professional staff or outside funding. These three goals have been met. The Bucknell student government gladly supports the project, which has a clearly defined and finally established identity and function in the campus community. Moreover, a project participant whose master's thesis compared attitudes of students and older persons reports that the views of young and older project participants have begun to converge.

Evaluation emphasizes that location may be the single most important factor in determining the success of a cross-generational house; it must be located in the community and easily accessible. An elevator can be important: the Bucknell house lacks one, so rooms for older project participants must be located on the ground floor. The characteristics of the local population must be well understood. Older Lewisburg residents are independent, private, and relatively unreceptive to organized activities. Cross-generational projects must view their role as supportive of, not competitive with, other local aging-related programs. Unlike other Lewisburg programs, the Bucknell project was not service-oriented.

AVAILABLE INFORMATION/SERVICES: *Youth and Aging*, an unpublished book by Douglas Candland, Ernest Keen, and Scott Kerr, describes the project, interviews many project participants, and discusses the findings of the Surdna-sponsored research on cross-generational programs. The book is available for the cost of reproduction.

Contact: Douglas Candland, Bucknell Cross-Generational Project, Bucknell University, Lewisburg, PA 17837; 717/524-1200.

A network of more than 230 colleges and universities in 38 states offering older adults special low-cost, one-week summer residential academic programs which combine college-level courses with such extracurricular activities as plays, films, sports, and field trips.

Elderhostel

FOCUS: ELDERHOSTEL undertakes to offer older adults multiple learning opportunities and stimulating interaction with others in a variety of interest areas.

AUDIENCE: Anyone with 60 years of life experience, or a spouse of someone 60 years or older, is eligible for ELDERHOSTEL. Every participant may use the ELDERHOSTEL network to schedule a summer of educational hosteling. A person is welcome to travel from one campus to another or to coordinate one or several weeks of ELDERHOSTEL with other plans. Each program is limited to 30 - 40 older learners. There are no grades, no tests, and no homework.

Characteristics of project participants vary greatly. In Iowa, 81% of ELDERHOSTEL visitors to one campus were Iowans. The average learner had an income under $12,000 and some college education. Three-fourths of the hostelers at this Iowa institution were women. At a Pennsylvania college, the typical participant was female, 65 years old, retired three years from teaching, educated beyond the BA, and had an income exceeding $12,000. Two-thirds of the learners were from out-of-state. It is estimated that 20,000 persons will have been served by 1980.

Geographical location and campus factors, such as proximity to vacation spots and major metropolitan areas, affect the type of individuals who participate. One campus coordinator observes, "These are sophisticated people. They want hard-hitting, to-the-point courses. They want issue courses they can express their opinions on and argue with the instructor about. . . ."

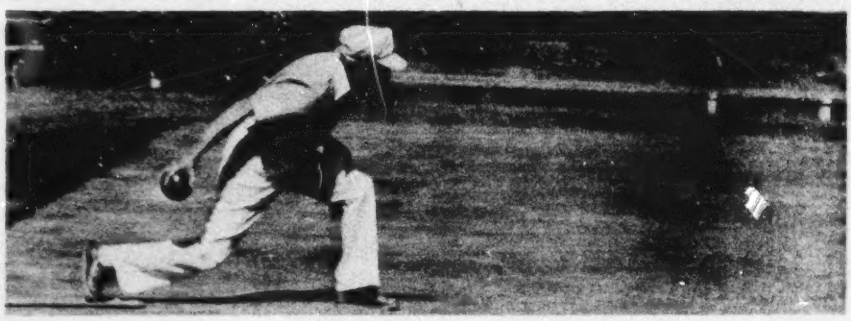
ACTIVITIES: During the ELDERHOSTEL week, each campus must offer no fewer than three 7½-to-10 hour courses equivalent in quality to courses offered to regular students. Institutions may schedule several ELDERHOSTEL weeks. For example, one campus provided three separate sessions, with different courses and activities in each. Courses have covered such topics as:

- Utopias
- Space Science: Meteorology
- How to Produce a TV Show
- Family Histories Through Photographs
- Faust: The Opera
- Contemporary Human Genetics
- The Computer Challenge
- Creative Writing

Most participants elect to take all three courses offered. In the words of one campus coordinator, "these energetic learners just don't want to quit." Additional activities include field trips, speakers, wine and cheese parties, operas, etc. Some colleges have coordinated ELDERHOSTEL week(s) with summer fine arts festivals or community frontier days. Plays, art exhibits, musical events, and other special events thus enhance the hostelers' classroom experiences.

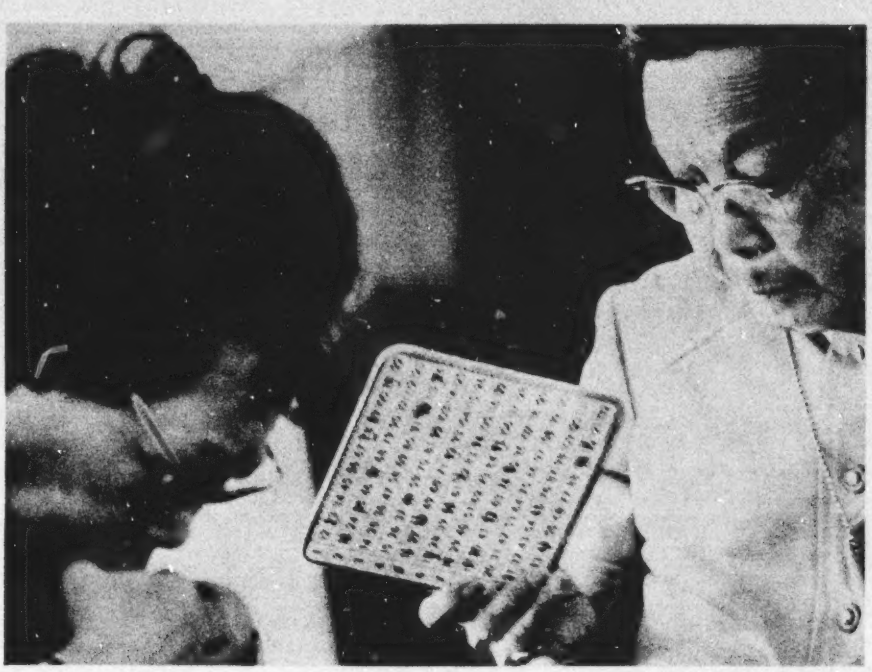
COSTS/STAFFING: The ELDERHOSTEL national office limits the fee which can be charged. In 1979 participants paid a maximum of $115 per week, covering room, board, tuition, and extracurricular activities. Of this amount, $100 goes to the institution and $15 goes to the national and regional/state offices. Typically the role of Title I HEA has been to assist colleges in a given state in launching their own ELDERHOSTEL program. Generally, Title I HEA funding covers instructional costs at participating institutions and supports a state coordinating office charged with the responsibility of promotion, scheduling, orientation, and general program monitoring. This funding permits participating institutions to offer ELDERHOSTEL at a reduced tuition during the first year or two.

When Title I HEA support ends, the program must survive on a combination of tuition income and inkind services provided by the institution. Notes one coordinator, "We hope to become self-supporting in our third year." Other programs expect continued financial assistance from their campuses, especially for the coordinator. One campus director reports, "This program is expensive. It doesn't pay for itself. But it's worth it for the potential." Other monies have come from federal agencies for the aging and the Fund for the Improvement of Postsecondary Education. In addition, private funding from corporations and foundations has assisted state programs in their early years. Some campuses have applied these outside funds to instructional costs (teacher time and course development) and contribute the coordinator's salary from their own budgets. Additional program costs may include travel, postage and supplies, telephone, and local advertising.



EVALUATION: Each university selects its own method of evaluation. Participating institutions receive a manual from the national office which includes a sample of evaluation instruments. Demographic data on project participants are collected regularly. Learners are generally asked to rate instructors, course content, facilities, food, etc.

One institution in the ELDERHOSTEL network reports an exciting spin-off, "Family University," a one-week residential program for adults and children alike that provides exposure to a wide variety of educational opportunities. Another college foresees the "long-range potential of hostelers' recruiting their grandchildren" for a four-year experience on the campus.



Regarding the project's continuing development throughout the United States, the national director notes, "How do you balance the desire of institutions to remain independent with the strength and advantages of doing things collaboratively?" While there are standard components to the ELDERHOSTEL format, there is also a "great deal of latitude" for participating campuses to develop their own programs. Especially significant is the "potential for attracting new groups of people to the institution" and for gaining national recognition and advocacy.

AVAILABLE INFORMATION/SERVICES: Institutions interested in joining the ELDERHOSTEL network should contact the national office or the appropriate regional/state office. The national office publicizes the program throughout the U.S., handles national program registration, and provides help with program development and evaluation. Regional/state offices provide most of the same services on a local level.

Participating campuses are required to designate one or more persons to supervise ELDERHOSTEL activities, and to offer at least three courses. During the actual program at least one individual with thorough knowledge of the project and the campus must live in the dormitory. The college must also provide dormitory lodgings for 30 - 40 people for one week and access to campus extra-curricular activities (plays, films, sports facilities, etc.) and promote ELDERHOSTEL in the community. Each college must receive a letter of authorization from the national office with permission to use the ELDERHOSTEL name, a service mark registered with the U.S. Patent Office. Assistance in program planning and administration is available from regional/state offices. It should be noted that the ELDERHOSTEL program is cost effective for schools that have summer sessions in place.

Contact: Bill Berkeley, ELDERHOSTEL National Office, 55 Chapel St., Newton, MA 02160; 617/964-6920.

A continuing education project which identifies work-related problems of middle-aged and older workers and develops plans for improving the productivity and quality of working life in the years before retirement.

Improving the Quality of Working Life In the Years Before Retirement: A New Role for Continuing Education

FOCUS: Based at the Institute of Aging, Portland State University since October 1977, this continuing education program is concerned with identifying, describing, and finding solutions to age-related problems of middle-aged and older workers in small business, large industry, and government. The project has a twofold purpose: to strengthen the ability of management and workers to recognize and remedy age-based discrimination and to help workers prepare for a satisfying life after retirement.

AUDIENCE: The project has concentrated on development of three course modules. The first two modules, which deal with age stereotyping and age discrimination, are designed for managers, supervisors, personnel officers, and others interested in issues of concern to older workers. They have been prétested before a variety of audiences, including representatives of the Adult Education Association of the USA, the National Association for Public Continuing and Adult Education, community colleges, the Western Gerontological Society, the President's Commission on Pension Policy, and employers and personnel officers.

Now in the initial stages of development, the third module is designed for workers contemplating retirement and/or considering the option of a longer work life.

ACTIVITIES: Three hundred businesses, services, and local government agencies in the metropolitan Portland area were surveyed to determine the impact of legislation extending mandatory retirement to age 70, as provided under the Age Discrimination in Employment Act of 1967 as amended in 1978. Project staff used survey responses in development and field testing of three modules for a continuing education course designed for management and workers. Two modules have been completed. Since older workers are often held to be less productive than their younger counterparts, Module I, "Agism and the Job," uses two slide-tape presentations to investigate age stereotyping and older worker capabilities. Written materials include a quiz that assesses personal age bias and group exercises that uncover age bias in management practices.

Module II, "The Law and the Organization," uses a handbook reviewing legislation embodied in its enforcement. Module II includes an "age audit," an employer guide for identifying signs of age discrimination in the workplace. Analogous to affirmative action plans for determining the racial, ethnic, and sex composition of a given workforce, the age audit provides a method for analyzing the workforce by age.

Module III, "Planning for Income in the Later Years," emphasizes the need for planning, considers sources of retirement income, and determines income needed for retirement satisfaction. Currently under development, this module will eventually be offered as a comprehensive pre-retirement planning program.

COSTS/STAFFING: Cost information is not available at this time. When instruction modules are complete, project staff will be able to make recommendations on staffing required, but materials are being designed that require no special staff.

EVALUATION: Field testing of Modules I and II has been ongoing and is nearly complete. Recommendations about module content received from evaluators have been used to modify these products.

Module III will be tested at several sites, including Tektronix, Inc. and the Bonneville Power Administration.

AVAILABLE INFORMATION/SERVICES: Tentatively, all three modules will be complete in spring 1980, when they will be made available at minimal cost. Inquiries are not being solicited before summer 1980.

Contact: Douglas Montgomery, Institute on Aging, Portland State University, P.O. Box 751, Portland, OR 97207, 503/229-3952.

A consortium of colleges developing program models for retired people needing new information and skills to cope with an ever-changing world and to adjust to personal changes in later years.

Post-Retirement Education—Model Program Development

FOCUS: The Institute of Gerontology at the University of Michigan and Wayne State University, in collaboration with four Michigan community colleges, evaluated the content, instructional methods, and administrative procedures of programs for older adults in community colleges and designed and implemented new materials, methods, and procedures. The project also analyzed the learning needs of various groups of individuals, including low-income, widowed, and minorities, to develop appropriate teaching techniques and materials.

AUDIENCE: Administrators, program developers, instructors, and counselors in community colleges as well as four-year institutions use the program models and nonprint materials developed by the consortium. The initial population included older residents of the four participating Michigan community college districts. One district was especially heterogeneous, covering 500 square miles and including rural, urban, and suburban elements. Most older students already had some connection with the community setting in which the program is conducted. Approximately 500 learners were involved during the three years of development, 1974-76. "With transportation and other problems, you have to go where the seniors already are," comments a campus planner.

ACTIVITIES: With cooperation from community agencies and organizations, including neighborhood senior centers, libraries, senior housing projects and residences, YWCA centers, community centers, and a nursing home, activities included forums, mini-courses, seminars, and courses.

Mini-course topics included:

- Politics and Letter Writing
- Community Resources
- Safety and Health
- Legal Affairs in Later Life
- Art and Music Appreciation
- Current Issues Forum
- Living Alone and Liking It
- Michigan History With Oral Tradition

Through conferences and workshops, college instructors and administrators were introduced to the learning needs of older persons, instructional methodologies, and ways of organizing their own programs.

The project's initial activities generated such interest that more classes for older adults are now being offered at participating community colleges. One series of two-hour panel discussions investigated housing alternatives: "Remaining in Your Own Home," "Moving into an Apartment," Moving into Retirement Housing," and "Moving into a Health Care Facility." Another popular campus course on Human Sexuality has been revised to include more material specifically related to older adults.

COSTS/STAFFING: The Model Program Development project was funded during the years 1974-76. Initial funding provided monies for development and overall administration, while participating institutions contributed a campus administrative coordinator, facilities, and most of the teaching costs. At least one campus received its own two-year Title I grant after completion of the Model Program Development project. The coordinator notes, "Without outside funding it would have been just 'a good idea.'" With 500,000 older adults in the college service district, a major commitment and substantial resources were needed.

Michigan community colleges are funded by the state legislature and by local service district millage; campuses charge tuition or fees. Policies for older learners vary. Of the four colleges involved in the project, one college charges students over 60 a $3 registration fee but no tuition. In another institution, there is no tuition for adults over 60 and retired or disabled individuals 55 and older. In some cases, seniors pay fees for particular programs; in others, older adults may receive scholarships.

EVALUATION: An outside evaluator reports that the project's objectives have been met. The project director and two college staff members contribute additional insights into program benefits and problems.

"Community colleges have demonstrated that a great variety of educational offerings can be targeted to older adults. . . . They have the opportunity to reach people in the middle years as well as for 'life span learning,'" notes the director. That potential is being realized at one large community college where 15% of the current regular student population (3,000 people) are over 55 years old, while 48% of continuing education learners (1,680 people) are older adults. Just three years ago, only 300 students over 55 were enrolled in all college programs.

"It takes several successful educational experiences before you get hooked on learning," explains this institution's coordinator. Factors contributing to success include learning settings where older people are already comfortable and in-service training for instructors. Some students have responded so favorably to the educational environment that they have become teachers themselves. One college offers a special leadership program for seniors with special interests or expertise who wish to become teachers, providing assertiveness training, public speaking, and team teaching in preparation for their new role. Other older learners are now involved in full academic programs.

Developing the "right" programs for older adults has been a problem area. "When we try to provide for seniors what we think they want, we fall flat on our faces," explains a campus coordinator. To remedy this situation, college staff have gone where older adults live and gather for meals, friendship, and entertainment to survey their needs.

Strict institutional policies regarding registration, grading, student services, etc., have caused concern. In some institutions, the registration procedure has been revised and simplified, and students have an "audit" or no-grade option. College administrations have been persuaded to provide more classes, facilities, and parking, and to expand counseling services and scholarship programs to include older people.

AVAILABLE INFORMATION/SERVICES: A 28-minute, black-and-white videotape, "Over the Hill and Back to School," is available for $35. It presents an overview of model programs for older adults including courses, seminars, and forums; describes the needs met, from basic coping and survival to enrichment and fulfillment; and demonstrates the stimulating impact such programs have on seniors.

"A New Tune for the Hickory Stick," a series of three slide-tape presentations, is being developed. This series includes:

1) "Education and the Later Years." For college administrators and program planners. Sensitizes individuals to the needs of older adults.

2) "Instructing the Older Adult." For instructors and administrators. Outlines the age-related psychological and physiological changes in older adults and their significance for teaching methodologies.

3) "Techniques in Program Development." For community services administrators and staff. Covers a wide range of issues from institutional commitment to class registration procedures.

A modified version of the project's final report is currently available.

Contact: Carl Brahce, Institute of Gerontology, University of Michigan, 520 East Liberty, Ann Arbor, MI 48018; 313/764-3493.

A Holistic Approach to Assisting Service Providers

Eight universities in the state of Georgia are providing staff development workshops to professionals and paraprofessionals who serve older adults. The consortium, "Assisting Service Providers to Meet the Personal Care and Self-Actualization Needs of Older Adults: A Holistic Approach," is coordinated by the Georgia Center for Continuing Education. It offers courses in Drug Use, Sexuality, Creative Movement, Basic Gerontology, and Family Counseling. Participating institutions are encouraged to develop their own local materials, with financial and resource assistance from the Center as necessary. Since program inception in 1977, the number of course offerings and participating institutions has increased. State, public, and private institutions are represented; all do annual assessments to determine their local staff development needs. The consortium has videotapes on Basic Gerontology, Sexuality, Creative Movement, and curriculum materials in many other areas, all available at minimum cost.

Contact: Coordinator, Brad Courtenay
Georgia Center for Continuing Education
University of Georgia
Athens, GA 30602
404/542-1272

As Parents Grow Older

By participating in a six-week course at Saint Joseph College, adult children of elderly parents gain a better understanding of the emotional and physical changes that their parents are experiencing. In small-group discussions, participants learn about the aging process and the variety of community resources available to help older adults. The course, repeated four times during the 1979 school year, is now being offered as a regular non-credit course at the college. Project staff are also regular consultants to social service agencies, helping their personnel to better serve the older person. They also provide counseling and follow-up to course participants.

Future plans include a week-long summer institute to help social service professionals better understand the aging process. Descriptive materials and course materials are available on request.

Contact: Director, Sister Mary Elizabeth Deliee
Saint Joseph College
1678 Asylum Avenue
West Hartford, CT 06117
203/232-4571

Center for Independent Living

Handicapped people 60 years and older can learn how to simplify housework, conserve energy, plan nutritionally balanced meals, and use a wide variety of self-help aids.

The Center for Independent Living: Aging Handicapped, at the College of Saint Elizabeth in Convent Station, New Jersey, offers a free comprehensive home economics rehabilitation program.

Clients whose disabilities include blindness, stroke, amputation, and muscular distrophy are transported to and from a barrier-free home management house at the college for a once-a-week, six-session program.

Besides offering this self-help course four times a year, Center staff conduct extensive follow-up home visits and offer workshops to community groups and personnel in gerontological rehabilitation programs. A descriptive brochure is available upon request.

Contact: Director, May Gold or
Coordinator, Sister Anita Richard
College of Saint Elizabeth
Convent Station, NJ 07961
201/539-1949 or 539-1600

Closing the Generation Gap

Closing the Generation Gap is a volunteer program of people 55 years and older who serve in D.C. public elementary schools in one of 17 official job categories, ranging from educational aides, librarians, and tutors, to special interest club sponsors. Training for volunteers is provided by the Institute of Gerontology at the University of the District of Columbia in conjunction with community agencies and academic departments at the university. Volunteers are provided with physical examinations, liability insurance coverage, transportation, and lunch expenses.

With help from these volunteers, teachers are able to give more one-to-one attention to children. The children experience interaction with older people, and school volunteers learn skills, provide useful service, and work with age groups they might not otherwise even see.

Plans for expansion include placing volunteers in every public elementary school. A report on setting up a program similar to this is available free upon request.

Contact: Director, Calvin Fields or
Coordinator, Ola Jackson
Institute of Gerontology
University of the District of Columbia
425 Second Street NW, Room 1134
Washington, DC 20001
202/727-2778

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Continuing Education for the Elderly Homebound

A consortium of educational institutions in New York City, Buffalo, Albany and Binghamton provides continuing education programs to 1,320 elderly homebound persons. The project, which was field tested in 1975 at New York City Community College, has been extended to Broome Community College, State University of New York at Albany, and State University of New York at Buffalo; it trains groups of elders to bring courses to the homebound. Elders attend continuing education courses once a week. They then share the class presentation and discussion with the homebound person. Together they review the assignment, and the home visitor brings the shut-in's viewpoint to class the following week. The most popular courses are history, drama, psychology, sociology, current events, and gardening. Course content is supplemented with appropriate television viewing. Plans for the future include expansion of opportunities to a greater number of elderly homebound through program adoption by other educational institutions. Project staff are completing a manual for administrators and teachers who wish to adopt the program. It will be available by Spring 1980 at cost.

Contact: Director, Peter Oppenheimer
Division of Continuing Education
New York City Community College
300 Jay Street
Brooklyn, NY 11201
212/643-8150

Looking at the Past

Older residents of Washington County, Utah are learning about the history, geology, and culture of their areas. In cooperation with Dixie College, the Senior Citizen Program has been offering a series of free bus tours for people 60 years and older. Tours for 100 people are conducted once a month for seven months to a variety of sites, including Pipe Springs National Monument, a silver mining boom town, Silver Reef, Volcanic Cones, Hurricane Fault, and a ghost town from Mormon pioneer farming days. Tour guides provide short handout histories and box lunches for each participant. More than 700 adults have participated in the program; many become so interested in the areas they visit that they register for related courses at Dixie College.

In addition to the bus tours, Dixie College and the Senior Citizen Program sponsor craft workshops in the month before Christmas; the workshops are followed by entertainment, dinner, and dancing. More than 250 senior citizens participate in this event annually.

Next year tours will be expanded to include more people and additional sites. Staff can share information about program plans, but no descriptive materials are available.

Contact: Coordinator, Joann Hafen
Washington County Senior Citizens Programs
197 East Tabernacle
St. George, UT 84770
801/673-6335

Rural Extension of Educational Offerings

In four mountainous North Carolina counties, learning opportunities are being brought to older adults who otherwise would be unable to participate. Through the TOTAL program (Taking Opportunities To Aging Learners), Mars Hill and Brevard Colleges offer off-campus courses and field trips to adults, aged 50 and older, who have transportation restrictions, physical and/or emotional disabilities, and limited incomes. Courses in writing, local history, and retirement are brought to nursing and retirement homes, churches, and community centers. Course topics change every year in response to a detailed interest survey administered by a community advisory council of older adults. For the most part courses are taught by local retired professionals. A computer list of local retired professionals is being developed to aid in expansion of course offerings.

Through Senior Awareness Growth Experiences (SAGE), other courses are offered in spring and fall at community meal sites. SAGE developers judge that the best place to reach the older adult is where she or he already is.

Besides the SAGE and TOTAL programs, Mars Hill has a learning institute on campus that offers elders two-day programs including field trips and theatre tours; it also publishes a weekly newsletter. Staff can share information about program offerings, but no descriptive materials are available.

Contact: Director, Raymond Rapp or
Coordinator, Kay Martin
Continuing Education Program
Mars Hill College
Mars Hill, NC 28754
704/689-1166

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Continuing Education
Technical Assistance Center

This publication is a product of the Continuing Education Technical Assistance Center (CETAC). CETAC was established through a contract with USOE addressing two major purposes:

1) to recommend an ongoing process for identifying professional development needs of personnel in state departments and commissions of education and in educational institutions, and to suggest methods of meeting those needs, and

2) to determine the most effective modes of delivery of information on exemplary continuing education programs funded both by Title I HEA and other sources, and to develop a process for meeting those needs.

The goal of the Continuing Education Technical Assistance Center is to help improve present services and to stimulate information and resource sharing on a nationwide basis. CETAC stimulates interpersonal networking, produces informational brochures, and publishes CETAC *Briefs*, a bimonthly bulletin. It works to identify needs of continuing education professionals that can be met through staff development workshops and it assists CSCE in coordinating its various information and resource sharing activities with other national and regional communication and service networks.

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